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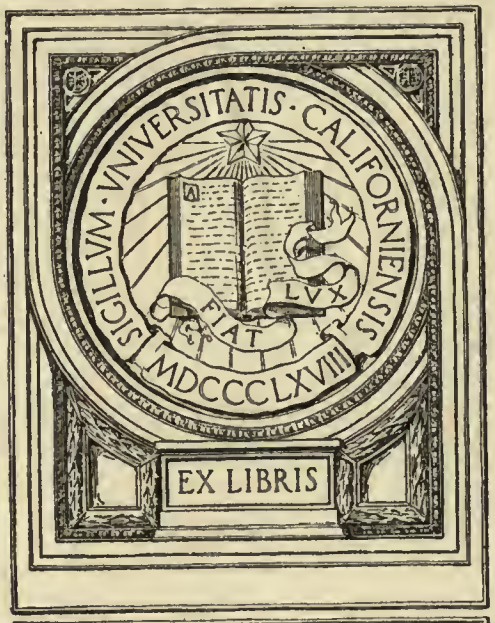
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Training in English Technical Schools for Disabled Soldiers

An educational task of large proportions and unusual features was assumed by the British government in the second year of the war when Parliament passed the Naval and Military War Pensions Act. Prior to this Act, pensions on a very inadequate scale were given to disabled soldiers and sailors, but the state made no provision for training its ex-service men or finding employment for them. This work had been undertaken by voluntary organizations. When public opinion, influenced by what Belgium and France were doing to return their disabled soldiers to industry, insisted that the whole after-care of wounded men should be recognized as a function of the government, Parliament passed the above Act in November, 1915.

The purpose of the Act was two-fold: (1) To make better provision for pensions, grants, and allowances to men in service and their dependents; (2) to provide for "the care of disabled officers and men after they have left the service, including provision for their health, training, and employment." By 'training' was meant re-education for a trade or occupation.

To perform this unwonted task the government had no available machinery and it was forced to follow the lead of the existing societies that had been handling the problem. Even in the matter of separation allowances for the families of enlisted men, funds raised by public subscription relieved the immediate and pressing needs caused by an unprecedented enlistment among the industrial classes dependent upon the wages of the bread-winner called to the colors. A Statutory Committee was appointed by the Act to assume on behalf of the government the work done by voluntary organizations. Quite naturally the *modus operandi* of these organizations was largely adopted. They had been accustomed to distribute relief by means of local committees composed of ladies and gentlemen in various localities who had the advantage of being in a position to make inquiries into the circumstances of a man's family. Starting with these local nuclei, the Statutory Committee formulated a plan whereby the Local War Pensions Committees, as they are now called, were appointed by the local authorities in such a way as to secure representation on the committees of the varied interests concerned in the rehabilitation of the disabled man, including members of existing relief agencies, local educational authorities, labor organizations, women, and others.

As far as the relief work was concerned the results were quite satisfactory, but in the matter of vocational training they were entirely inexperienced. Considerable impatience was expressed in editorials in leading periodicals because of the delay in formulating a definite and comprehensive plan for giving disabled men a vocational training that would either fit them to return to their old occupations, despite their handicaps, or prepare them for new ones. This was plainly a problem in technical education which the local committee was not fitted to solve and which should have national supervision. The question was where to place that responsibility.

The Statutory Committee thought that the National Health Commissioners could handle the problem, but they demurred on the ground that it was out of their province. Then Sir Alfred Keogh, the Director-General of the Army Medical Service, was asked to assume the re-

NOTE. Apart from the references given in the footnotes, the sources for this paper are chiefly correspondence with English technical schools carried on last summer by Mr. Douglas C. McMurtrie, President of the Federation of Associations for Cripples, and now Director of the Red Cross Institute for Crippled and Disabled Men.

sponsibility. He recognized the fact that it was a task which involved the use of the existing facilities possessed by the technical schools of the country. As it happened he was the president of the Association of Technical Institutes. Accordingly, at a meeting of the Association held in the Imperial College of Science and Technology on October 21, 1916, at which he presided, the question was discussed. In a paper read at the meeting, Major Robert Mitchell, Director of Education of the Regent Street Polytechnic, London, said:[1]

> It therefore appears desirable, if this problem is to be dealt with satisfactorily, that arrangements will have to be made in all the local centers whereby an advisory committee of doctors, employers and employees be formed, which shall have the power to select the men who are to go into training, and to decide whether they are fit to undertake such work. I would, therefore, suggest that all educational authorities in connection with this Association be requested, with the least possible delay, to form special advisory committees consisting of employers and employed, who should have the controlling of these courses. The existing facilities at these technical institutes should also be readily placed at the service of such committees, and every assistance given to carry out what is decided upon as the best policy to adopt for the training of our disabled heroes.

The broad policy outlined by Major Mitchell seems to have anticipated a modification of the existing standards of technical education. It is one thing to give young people a thorough trade-training lasting two or three years, and quite another to train handicapped adults in a few weeks, or months, to become wage-earners capable of supporting a family. Under the exigencies of the situation, the requirements usually insisted upon by technical schools aiming at thorough knowledge of a trade must suffer some diminution. Skill in a process, rather than knowledge of a trade, must be the object aimed at.

Major Mitchell spoke not only as the director of one of the leading technical institutes, but as one who had had nearly a year's experience in training limbless soldiers and sailors in two of the leading military hospitals. When it was decided to establish curative workshops in the hospitals at Roehampton and Brighton, to which men who have lost limbs are sent to be treated and fitted with artificial limbs, Major Mitchell was chosen to direct the courses. The results already achieved with men before they were discharged from military service equipped with artificial limbs gave weight to his opinion as to what course should be pursued with men who had passed under the civil control of the Statutory Committee. At that time 3,630 limbless men had passed through the hospital at Roehampton. Of this number, 882 had availed themselves of the opportunity of training in the workshops; 818 had been placed by the employment bureau; 1,309 had returned to their former occupations; 1,016 had been passed on to local committees for employment; 487 had not been dealt with for employment, including colonials, those unfit for work, those discharged for misconduct, or those who refused all offers of assistance.[2]

At this time, those in charge of the vocational work in the hospitals were at a disadvantage in urging the men to accept training inasmuch as the basis upon which pensions were granted was such that if a man's earning capacity were stimulated through training, it operated to reduce the amount of his pension. This hardship was removed by the Royal Warrant of 1917 which provides that a man's pension shall be assessed upon the basis of the degree of his physical disability, and not upon decreased earning capacity.

Major Mitchell stated that the object of his paper was to emphasize the immediate importance of enlisting the services of a large number of technical institutions throughout the land which were admirably fitted to afford the disabled men just the kind of training that would meet the requirements of the localities in which the institutions were situated. He stated that there were at least 150 technical schools that could be utilized for training purposes.

A unanimous resolution was passed that the Association should do all in its power to place the resources of the technical institutes at the disposal of the Statutory Committee.[3] Accordingly,

[1] Major Robert Mitchell, What Can Be Done To Train Disabled Sailors and Soldiers in Technical Institutions. Bolton, 1916.

[2] *Ibid.*, p. 16.

[3] *The Daily Mail*, London, October 23, 1916.

the following questions were sent out to the various schools:

A. How far in your institution are you able to train men for local institutions?

B. Will you name these industries?

C. State how many men you could accommodate.

D. In what other direction not herein indicated can you assist?

In the London district a number of institutions were already engaged in this work. More than fifty men with limb amputations, who had taken training in the workshops of the military hospital at Roehampton, had been given further instruction in electrical and mechanical engineering, lasting a month or six weeks, at the Regent Street Polytechnic and had been placed without difficulty. The Battersea Polytechnic had trained some forty men in motor mechanics and driving. A course in electrical switch-board operating had been started at the Northampton Polytechnic Institute, and the Cordwainers' Technical Institute was beginning to train men in shoemaking and leather work.

The practical results of these technical schools in training disabled soldiers and sailors pared the way for a wider movement which took place following the action of the Association of Technical Institutes.

While the local pensions committees were well qualified to look after the needs of a man's family, their scope was not wide enough to make the best provision for his vocational training. The educational facilities of a wider area than that covered by the local committees must be syndicated if men of differing disabilities and previous industrial experiences were to be given the variety of training the circumstances might demand. Accordingly, in the spring of 1916, Joint Advisory Committees, made up of representatives of the various local pension committees and education authorities, were formed to arrange comprehensive schemes for utilizing the facilities for technical education within whole counties or groups of counties. There were twenty-two such joint committees appointed in England and Wales, Scotland, and Ireland.

In a country like the United States, where technical education is in its infancy, one hundred and fifty technical schools seem like a large number. As early as 1837 Parliament recognized the need of schools of design to improve the fabrics of its manufacturers and voted to establish schools of design. But these were not very successful, and most of the textiles continued to be patterned after French designs.

The first World's Fair, held in London in 1851, bore in upon the consciousness of the English manufacturers the need of training such artisans as the exhibits of France plainly showed that she possessed. International competition touched the English pride very deeply. Belgium felt the same need for trained workmen and sent to England Chevalier de Cocquiel to make a study of its industries. In his interesting report to the Belgian Government in 1853 this nobleman credited England's success as an industrial nation to her commercial skill, rather than to her technical ability which he considered decidedly inferior to that of the French.[4]

Stirred to activity by the achievements of its commercial rival across the channel, England entered upon a period of development in trade-training which has resulted in the many technical schools in all parts of the United Kingdom. In 1889 Parliament passed the Technical Instruction Act [5] which authorized local authorities to levy a rate not to exceed one penny in the pound for the purpose of promoting technical instruction in their districts. In 1913 there were 113 institutions in England and Wales in which technical day classes were recognized and aided by the Board of Education.[6] The number of pupils over eighteen years of age in these schools was 3,461. To these day classes must be added a very large number of night classes. The amount paid by local authorities in aid of these day and night classes amounts to more than eight million dollars annually.[7]

The task of alining these facilities for technical education with the purposes of the government to afford the disabled soldier and sailor every opportunity to secure an adequate trade

[4] Chevalier de Cocquiel, Industrial Instruction in England, being a Report made to the Belgian Government.

[5] 52 and 53 Vict., c. 74.

[6] Great Britain, Statistical Abstract for the United Kingdom, 1900–1914.

[7] Great Britain, Statistics of Public Education in England and Wales, Part II, Financial Statistics, 1910–1911–1912.

training within his own district was laid upon the Joint Advisory Committees. The schemes of some of these joint committees have been published and are interesting as affording an idea of the scope of vocational education offered in such highly industrial counties as Lancashire and Yorkshire.

THE LANCASHIRE SCHEME [8]

Lancashire is the most populous of the English counties, but its area is not much greater than Long Island. Before the development of railway transportation factories driven by steam grew up near the coal fields. Lancashire, with its coal mines, experienced a wonderful industrial development and contains many of the manufacturing centers of England. Quite naturally, many technical and trade schools were established to train skilled artisans.

Early in 1917 the representatives of the local war pensions committees, local education authorities, branches of the Red Cross Society, and Lord Roberts' Memorial Workshops met to formulate a scheme for the coordination of all plans for the care, training, and employment of disabled sailors and soldiers within the geographical county. They expressed the opinion that the government should provide, out of imperial funds, the cost of such training, a principle which was adopted by the Ministry of Pensions and set forth in the Royal Warrant of 1917. Every borough and urban district with a population of over 20,000 had its local war pensions committee, forty-two in all.

A canvass of the institutions under the control of local education authorities, universities, and special trusts capable of giving training to disabled men revealed a surprising number of facilities that could be utilized. The list of facilities with the number of centers in which instruction might be given is as follows:

A. Agriculture and horticulture, 4.

B. Engineering trades:

1. Workshop processes generally, 13.
2. Motor mechanics, 5.
3. Engineers in charge (hotels, etc.), 6.
4. Draughting, 13.
5. Electrical work, 9.
6. Storekeepers, timekeepers, etc., 1.

C. Building and allied trades:

1. General building, 9.
2. Woodworking trades, 20.
3. Plumbing, 16.
4. Painting and decorating, 21.
5. Brickwork and masonry, 4.
6. Plastering, 7.

D. Coal mining, 7.

E. Textile occupations:

1. Cotton spinning processes, 10.
2. Cotton weaving processes, 19.
3. Woolen and worsted processes, 1.
4. Subsidiary processes, 7.

F. Boot and shoe manufacture, 2.

G. Nautical occupations, 4.

H. Printing and allied trades, 4.

I. Commercial and clerical occupations, 35.

J. Art and art industries, 20.

K. Miscellaneous:

1. Gas-fitting, 3.
2. Instrument-making, 3.
3. Basket-making, brush-making, toy-making, 9.
4. Boot-repairing, 3.
5. Tailoring, 6.
6. Hairdressing, 2.
7. Cooking, domestic service, etc., 10.
8. Flour-milling, 1.
9. Telegraph and telephone operating, 3.
10. Chemical laboratory work, 14.
11. Local inspectors, 5.
12. Library attendants, 3.
13. Shop assistants, 1.
14. Cinema operators, 1.

In all, facilities were offered in some forty-four centers. It is not to be thought that all of the facilities offered by this ambitious scheme have been utilized. Correspondence with a number of these schools has elicited the fact that there had not been sent any men for training as late as last September. One of the reasons given was that the demand for labor was so great that many disabled men could find ready employment without training, a condition that will not obtain after the war and the disbanding of the army. The principal of the Municipal Technical

[8] Great Britain. Report upon Proposed Cooperation between War Pensions Committees, Education Authorities, and Other Bodies in Lancashire. Preston, May 14, 1917.

School at Rochdale, in a textile district, writes: "Firms are willing to employ such (disabled) men and prefer to teach them in their own establishments. The advantage to the man is that he begins wage earning very soon. The advantage to the firm is that as the training has probably only given the man a knowledge of one of their own processes, he will not be qualified for work elsewhere. No grievance, however, has yet arisen through any firm endeavoring to make any unfair use of this advantage." It may be questioned whether this fact is not an indictment against the system of factory training and a potent argument in favor of the broader training of a technical school which after-war conditions will enforce.

The Municipal Technical School at Blackburn has not found it necessary to start any special classes for disabled men, but has admitted a few to the regular classes in shorthand and typewriting. The principal writes that "the soldiers who suffer from considerable disablements have apparently not yet arrived in the town from the various government schools such as at Roehampton." The school is not equipped to give workshop practice such as most of the men seem to require. Other schools write that so far the number of disabled men has been negligible and they are cared for in the regular classes. The feeling seems to be that the numbers will increase as time goes on and the men come to realize the advantages of such training and that the increase in earning capacity will not affect their pensions disadvantageously.

The Municipal Technical School at Manchester is confronted with the difficulty of carrying on its regular work with a depleted staff and also providing special classes for disabled men. The principal writes that in some trades it is desirable, if not necessary, that a man receiving training should have been engaged in that trade in some capacity before enlistment in order to meet the objections of the trades unions. His opinion is that the most promising trades are such electrical occupations as substation attendants, cinema operators, and handy men in hotels, printing, carpentering, and cabinet work.

Training in agriculture at the County Council Farm at Hutton proved to be so attractive that applications were received from twice as many candidates as could be accommodated.

The Lancashire and Westmoreland Advisory Committee writes that classes in the following subjects have been arranged with the following enrolment:

Motor mechanics and driving	21
Agricultural subjects	32
Clerical occupations	25
Cinema operators	10
Boot and shoe-repairing	15

Sir Harcourt E. Claire, the honorary secretary of the Committee writes: "At the present time there is not much demand for training because industry generally is good and most of the partially disabled men go back to their former employment or other occupations in which there is a demand for labour."

THE YORKSHIRE SCHEME [9]

The scheme of the Education Advisory Committee on Training Disabled Men in the County of Yorkshire is not less pretentious than that of Lancashire. The schedule of training facilities presented in March, 1917, covers quite the same trades as that of the adjoining county. They are arranged in the following group with the number of centers in which they are taught:

1. Engineering trades, 8.
2. Electrical trades, 6.
3. Textile industries, 8.
4. Chemical industries, 8.
5. Leather industries, 4.
6. Building and allied trades, 10.
7. Printing and allied trades, 7.
8. Furniture trades, 3.
9. Clothing trades, 3.
10. Art industries, 14.
11. Commercial and clerical occupations, 10.
12. Local inspectors, 3.
13. Coal mining, 3.
14. Agriculture and horticulture, 2.
15. Nautical occupations, 1.
16. Miscellaneous occupations, 4.

In all, training is available in seventeen centers. Correspondence with several schools showed that at that time little training had

[9] Great Britain. Report of Education Advisory Committee on Training Disabled Men in the County of Yorkshire, Leeds, June 26, 1917.

actually been done and that was usually in the regular classes of the institutions.

IN THE LONDON DISTRICT

It is quite natural that the technical schools in London should have a large share in the training of disabled men. Mention has been made of the beginnings of work in four of the London institutes which should receive further attention.

In the summer of 1915 the Institution of Electrical Engineers, in cooperation with the Education Committee of the London County Council, appointed a joint committee to make arrangements for classes at the Northampton Polytechnic Institute to train disabled men as electrical sub-station attendants.[10] The Committee had difficulty at first in obtaining candidates for training because of the prevalent fear among convalescent men that any attempt to improve their earning capacity would reduce the amount of their pensions. "The Committee has been assured," the report reads, "that this fear is unfounded, but until public assurances to the contrary are made by the proper authority and widely disseminated, this difficulty will have a paralyzing effect on all attempts similar to that of the Committee to help disabled sailors and soldiers by effectively increasing their earning capacity." That public assurance was given by the Royal Warrant of 1917.

A further difficulty experienced by the Committee at that time was the absence of any government grant for maintenance during training. A voluntary body, known as the Disabled Soldiers' Aid Committee, provided the necessary maintenance money for board and lodging. A sub-committee examined the candidates for training. Men suffering from a nervous breakdown, or who had lost more than one limb, were rejected. The Committee was encouraged in its work to find that men free from these particular disabilities had been allowed to accept positions with power companies with no increase of premiums for Employers' Liability. This policy has been extended by the insurance companies to cover the employment of disabled soldiers and sailors in other industries.

The minimum period of training was put at four weeks and the number of students trained at one time was twenty. The course of training consisted of (*a*) workshop practice in wiring work and the use of simple tools; (*b*) power-house demonstrations, to familiarize the students with switching gear and running machinery; (*c*) electrical and physical laboratory work; (*d*) class demonstrations in the elements of electrical engineering and of simple engineering physics; (*e*) the writing of reports upon the demonstrations and on the laboratory work; (*f*) oral examinations at the end of the course.

The Committee also undertook to find positions for the trained men with the result that the number of applications from employers exceeds the number of available candidates for positions. The Institute is now prepared to train about 160 men per annum for this electrical sub-station work.

In the fall of 1915 the Battersea Polytechnic arranged a comprehensive scheme for the instruction of disabled soldiers and sailors in the following courses:[11]

1. Chemical trades and industries; a course of six weeks to three months to qualify men to be laboratory assistants; two men took the course the first session.
2. Mechanical engineering; courses in training in fitting and turning, and in pattern-making were opened to men previously in the trade, with one trained in the latter; the courses in motor mechanics, lasting three months, proved very popular, one hundred taking motor mechanics and driving, six taking motor car and agricultural tractor mechanics and driving, six agricultural tractor mechanics and driving, in the first session.
3. Electrical engineering: courses for switchboard attendants, two months; for engineers in charge of small electrical plants, three months; a course in electrical testing, two months, was taken by fifteen men; a course in wiring, two months.
4. Special courses in sanitary inspection, music, art, and cookery for which there seem to have been no candidates.

In regard to the physical qualifications for the popular courses in motor mechanics the principal writes: "The men must have the full use of both

[10] The Institution of Electrical Engineers. Courses at the Northampton Polytechnic Institute, London, E. C., for Training Disabled Sailors and Soldiers as Electrical Sub-Station Attendants, London, November 3, 1916.

[11] Battersea Polytechnic. Report on the Training of Disabled Soldiers and Sailors, London, July, 1917.

hands and arms, but the loss of a leg below the knee is no great handicap in motor driving, and we are prepared to take suitable men who have lost a leg above the knee if they wish to be motor mechanics or garage attendants. We do not, however, object to the loss of an eye, provided the remaining eye is normal. Any man suffering from serious heart trouble is not taken if he wishes to be a driver, but only if he desires to become a motor mechanic or garage attendant. The men have had practically no trouble in obtaining posts."

Men suffering from shell-shock and nervous trouble have been successfully trained in electrical testing and switchboard work. Men are taken who have the partial use of an arm or hand, but one-armed men are barred. They prefer not to take men who have lost a leg, but it is not absolutely disqualifying. No difficulty has been experienced in finding good positions for the men. In general the disabled men attend classes specially arranged to meet their needs.

OTHER SCHOOLS

There are several schools not already mentioned whose work for disabled men should be noticed.

The Birmingham Technical School had few trainees when they undertook this work towards the end of 1916, but the numbers have been increasing at an embarrassing rate. They have two courses of training: (1) In the engineering workshops for munition factories—a type of training that will be mentioned later; and (2) in the electrical department. Candidates for training as munition workers are usually tried out in evening classes to see if they are capable of doing the work before admitting them to the regular training department for munition workers as the Ministry of Munitions will not maintain a man for such work unless he can be made reasonably fit for war work in a short time. In August, they had sixty students in the engineering workshops. In the electrical department they had fifteen men in training as electrical machine attendants, switch-board operators, electric jointers, etc. Most of the students enter a full-time day course of about six weeks, but in some cases, owing to the crowded condition of these courses, they are first tried out in evening classes.

The principal writes: "It is necessary in connection with each approved course to establish some form of Trade Advisory Committee to properly select disabled men for the course to ensure a steady supply of students to the school, and to take a leading part in placing men in posts after the course has been completed. It is not the function of a technical school to act as an employment agency, such work needs an expert knowledge of the trade, which knowledge is only possessed by men in immediate contact with practice."

The state of training in South Wales may be judged from a letter from the principal of the Newport Technical Institute which has arranged courses in drawing office practice, light woodwork, jewelry, and commercial subjects. He writes: "The men have been unwilling to come forward, but now that the pension matter is being put on a firm basis, I think that the numbers will be greater. For your guidance, however, I might say that in the whole of South Wales we have only had some twenty applications for training up to the present (September, 1917), but as you will realize, this number will be greatly increased with the return of the real civilian population. The men who have returned and been discharged up to the present will no doubt have been drawn from the old army. . . . The form of training essential in these cases is not particularly educational in the strict sense but tends to be intensive, as it is essential that the discharged men should become self-supporting as quickly as possible, and the ordinary ideals of education do not apply in these cases."

FINANCIAL ARRANGEMENTS

The joint committees of both Yorkshire and Lancashire took the ground in their recommendations that the Ministry of Pensions should pay the cost of training disabled soldiers and sailors in technical schools. The former committee recommended "that the Pensions Ministry should bear the cost of training disabled men by making adequate grants on the basis of a flat

rate for all localities, varying with the nature of the instruction given."

The Lancashire committee passed the following resolution: "That it be represented to the Ministry of Pensions that it is most essential that Education Authorities should be at once assured that, if the maximum rate that may be fixed should be shown to be insufficient to meet the increased actual expenditure incurred, the balance shall be paid by the Ministry of Pensions on the recommendation of the Advisory Committee." Any uncertainty on this score was dispelled by a letter from the Ministry of Pensions which enclosed a copy of the new Instructions for Treatment and Training which dealt with this question. The letter read: "From Schedule 3 of these Instructions it will be seen that a rate of 7*s*. 6*d*. per head per week has been fixed as the amount which should normally be regarded as adequate to cover the training given, but in any event the cost should not exceed the additional expenditure incurred, exclusive of all standing charges in respect of the Institution. In exceptional circumstances the amount of 7*s*. 6*d*. per head per week may be exceeded with the sanction of the Minister, but it will be necessary in any case to show that the charge made, whatever it is, does not more than cover the additional expenditure incurred."

The cost to the Ministry of Pensions for training a disabled soldier or sailor in a technical school is, therefore, the fees of the school which are not ordinarily to exceed 7*s*. 6*d*. per week, although it is evident that in some cases as high as 10*s*. are sometimes paid; to this must be added the difference between the man's regular pension and his total disability pension of 27*s*. 6*d*. per week, plus a pension to his wife during the period of his absence from home and a bonus of 5*s*. a week during training. For example, should a man be awarded a permanent pension for fifty per cent. disability it would amount to one-half his total disability pension, or 13*s*. 9*d*., besides certain allowances to any children he might have under the age of sixteen. During his period of training he would get his full disability pension of 27*s*. 6*d*., and a bonus of 5*s*. a week, his wife would get her 'widow's pension' of 13*s*. 9*d*., and fees amounting ordinarily to 7*s*. 6*d*. would be paid to the institution training him. Out of this gross sum of 40*s*. per week in excess of his regular 'minimum pension' the state would deduct 7*s*. per week for the man's maintenance. This amount might be further increased by the scheme for 'alternative pensions' if the man previous to his enlistment had been receiving a wage in excess of this gross amount plus any children's allowances.

TRAINING OF MUNITIONS WORKERS

The government found it necessary to provide for the training of a large number of skilled workers in munition factories. By an arrangement with the Minister of Munitions a considerable number of technical schools undertook the training of men and women for this work. Where disabled men gave promise of training as readily as normal men, they were received as candidates for training.

The Technical Institute of Loughborough writes that crippled soldiers are examined upon entry and placed in training in the particular kind of work for which they are physically and mentally fit. No special classes are arranged for them and they are instructed at the side of each machine or bench. Instruction is given in shell-turning, capstan tool-setting, fitting, aero-engine testing, gauge-making, foundry work, smith's work, oxy-acetylene welding, and pattern-making. Each candidate must agree to the following conditions:

1. I agree to attend for training in any factory, institution, or training center which may be named by the Ministry of Munitions, for a period to be determined by the Ministry of Munitions.

2. I agree to accept payment, while undergoing training, of maintenance allowance at a rate not exceeding 9*d*. per hour.

3. I agree to abide by any decision of the Ministry with regard to the termination of my training on account of unsatisfactory behaviour or incapacity.

4. I agree, on being released from my course of training, to accept employment where and when directed by the Ministry of Munitions, in consideration of my free training and maintenance allowance.

The principal of the Loughborough Technical Institute writes that the demand for labor has been such that they have had no difficulty in placing all the men trained in munition factories.

The Aston Technical School has been engaged in similar work. They made no special effort to secure disabled men, but in one way and another seventy-four wounded soldiers and eighty discharged through disease had come to them for training. They had placed twenty-four wounded soldiers as follows: Gaugemakers, 6; tool-setters, 6; tool-turners, 2; tool-hardener, 1; viewers, 4; moulders, 2; millers, 2; core-maker, 1. Of the discharged soldiers, thirty-six had been placed as follows: Shell-turner, 1; moulders, 3; core-makers, 3; tool-setters, 4; tool-maker, 1; tool-turners, 7; fitters, 3; viewers, 5; capstan operators, 2; gaugemakers, 3; aero-erector, 1; aero-assembler, 1; sheet-metal worker, 1; press worker, 1; moulder, 1.

The length of the course varies from one to six weeks for viewing, and from three to four months for gauge-making. Tool-turners, tool-setters, moulders, millers, and grinders can usually be trained in from four to five weeks. No distinction is made between discharged soldiers and ordinary trainees. Both receive the same maintenance allowance of £2 per week, for a fifty-hour training week.

No difficulty has been experienced in placing trained men with munition firms. The principal writes: "As a rule, the men who are intelligent and industrious do exceedingly well, and I have in my possession testimonials from various firms expressing satisfaction and appreciation of the work the trained men are doing for them. It is quite possible that the less-skilled men may be thrown out of work when the war is over, but the more highly skilled men will retain their places."

TRADE ADVISORY COMMITTEES

The appointment of Trade Advisory Committees was the result of cooperation between the Ministries of Labour and Pensions. The functions of a committee for any particular trade are:

1. To advise as to all questions that affect the reinstatement into employment of disabled men formerly employed in the trade.

2. To make inquiries and to advise with regard to the possibility of the permanent employment of disabled men not hitherto working in the trade.

3. To report upon any schemes of training, either in technical institutes or in factories, that may be necessary for disabled men, whether formerly employed in the trade or not, and to give advice as to suitable centers throughout the country in which such training might be given.

4. To advise upon any general questions with regard to the rate of wages to be paid to disabled men in the trade.

The reports of committees in five trades have been published, *viz.*, attendants at electricity sub-stations, employment in picture theaters, tailoring, agricultural motor-tractor work in England and Wales, and the furniture trade. In each of these trades the courses offered in various technical schools are commended, the prospects for permanent work surveyed, the general scale of wages discussed, and the type of disabilities which would not bar a man mentioned.

The committee on the furniture trade, composed of eight representatives of employers' associations and eight representatives of trades people, has analyzed the trade into thirteen processes and has suggested the adaptability of each for different types of disabled men. It has also established regulations regarding the nature of the training and the scale of wages to be paid. It stipulates that the course of training in any process shall be divided into a probationary period and an improvers' period. In all processes, with the exception of the glass processes, the probationary period is to be spent in a technical school, under a scheme approved by the Ministry of Pensions, wherever, in the opinion of the Local War Pension Committee, the man can conveniently attend such a course. The improvers' period shall be always spent in a factory or workshop. This attitude towards training in technical schools, during at least a part of the course, seems to represent very fairly the attitude of both employers and work people towards the value of the technical schools of the country in the re-education of the disabled soldier and sailor. Training in workshops and factories is sanctioned in some cases, but no fees are ordinarily to be paid for the training, and the employer is expected to pay to the state such wages during training as may represent the net value to him of the man's work. The advantages of instruction in a technical institution are deemed

to be such that the state is willing to pay a fee for the instruction.

SUMMARY

The development of technical education in England under the encouragement of the government, and by grants made by local authorities, has resulted in a large number of technical schools with facilities for instruction in every industry of the country.

These institutions are looked upon both by employers and work people as affording the best facilities for the re-education of the disabled soldier and sailor.

The state undertakes to pay such fees for the training of disabled men as represent the 'out of pocket' expenses of an institution for providing special classes for these men.

The task laid upon the technical schools by the state is by them recognized as involving certain modifications in their educational ideals. Short, intensive courses are needed to fit adults in a brief period to become wage-earners. Hence, many things thought necessary to give young persons a thorough trade training must be omitted.

The facilities for technical instruction in a given district have been surveyed and pooled under the direction of joint committees, so that a variety of trades may be taught to men with different disabilities and previous industrial experiences.

The danger of training too many disabled men for a particular trade is guarded against by the appointment by the Ministry of Labour of Trade Advisory Committees who also pass upon the kind of instruction desirable, the prospects of permanent employment, and the scale of wages paid in a particular trade. In this way co-ordination is secured in the use of the best facilities the country affords for training its disabled soldiers and sailors at the expense of the state.

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